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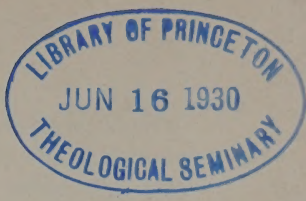

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UNITED STATES
DEPARTMENT OF THE INTERIOR
RAY LYMAN WILBUR, SECRETARY
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HOME ECONOMICS FOR BOYS

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For a number of years boys have received home economics instruction in the public schools of the United States. According to the Office of Education's home economics survey of 1925–26, 42 States offered some home economics training to boys in various public schools.

Requests for this work came from the boys themselves, who apparently felt the need of it for their Boy Scout duties, camping trips, athletic contests, and everyday living matters, including proper social usages for all occasions. The boys also asked for this work because they desired to know how to do some of the household tasks performed so well by their sisters trained in home economics.

Superintendents and principals of schools, teachers, and parents seem to agree that boys as well as girls need home economics instruction for intelligent selection of their food, whether in the home, school cafeteria, restaurant, corner grocery store, or lunch counter; purchase and care of their clothing; information concerning rent, purchasing versus building a house, furnishing and financing a home, and assistance in the rearing of a family.

The survey also showed that 48 cities in 42 States offered some home economics to boys, but specified no particular course; 58 cities of 24 States offered work in "personal hygiene and health"; 64 cities in 32 States offered courses in "Foods," "Nutrition," "House building and furnishing," "Household budgets," "The boy and his family," "Clothing and textiles," "Care and training of children," "Community interests," and "Camp cookery."

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An analysis of the courses mentioned shows that they fall into four main classes: (1) "Camp cookery"; (2) "Food selection and preparation," called by some "Nutrition," by others "Dietetics"; (3) "Household and personal budgets"; and (4) "An appreciation course." The aim of the latter is to develop in boys an appreciation for those matters pertaining to worthy home and community membership with special emphasis on the proper selection of food, clothing, and shelter; instruction in household finance; discussion of the boys' duties in the home; child care and training; and community activities.

Ivah M. Rhyan, head of the department of home economics of the Indiana State Teachers College, in a survey of home economics for boys reports that of 275 questionnaires sent out, 185 returns were received, 55 of which stated that a study of home problems was offered to men and boys. Twenty-nine secondary schools and 6 colleges reported offering well-organized courses acceptable for graduation.

The amount of time devoted to these courses reported by secondary schools ranged from 1 to 10 periods of 80 minutes each for from 2 to 36 weeks. The amount of time reported by the colleges and universities ranged from 1 to 5, 50 to 180-minute periods per week for from 12 to 18 weeks. Enrollment in high schools averaged 39, with a median of 20; in the colleges it averaged 62, with a median of 45.

Subject matter emphasized included household economics, foods and nutrition, clothing, child care, family relations and home life, the house, health, and miscellaneous subjects such as the Boys' Club; problems were provided to meet specific needs of boys.

The opinions of 196 business men were canvassed as to the value of home economics instruction to boys. The ages of the men ranged from 21 to 68 years with an average age of 40.6 and a median age of 40 years. Seventeen of these men were unmarried and 86 were married. The latter were fathers of 167 children, 90 boys and 77 girls. Of the number canvassed 112 replied. Of this number 64 per cent owned their homes, 31 per cent rented, and 5 per cent were paying for their own homes.

One hundred per cent of the men replying think boys should be taught how to select their clothing, practice thrift, appreciate home and family, administer first aid, practice sanitation and sex hygiene, train young children in habits and character, cooperate in home activities, learn table etiquette, appreciate good books and pictures, answer children's questions, keep accounts, learn to entertain guests in the home, and appreciate labor-saving devices.

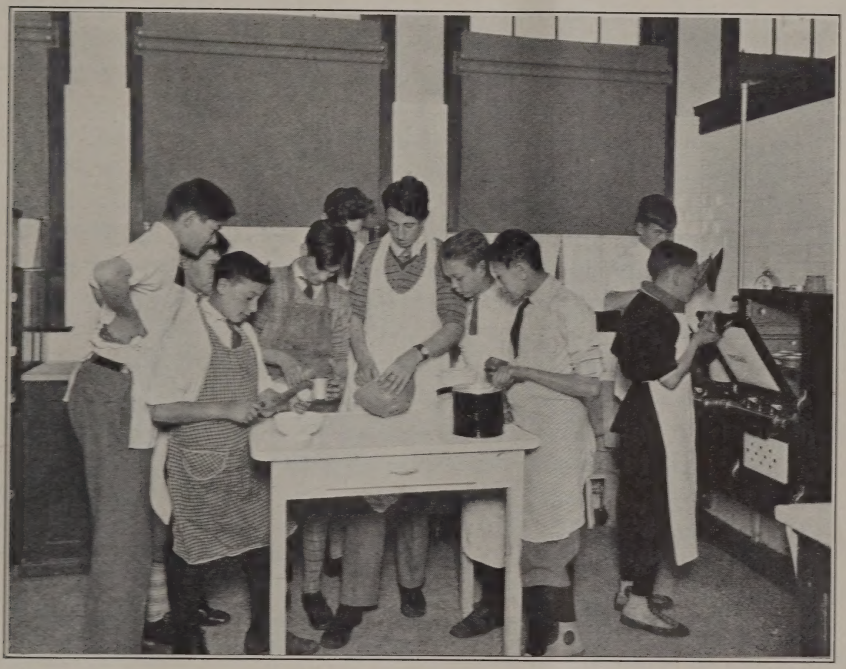
The opinions of 203 boys of high-school age were also canvassed. These boys were distributed among the first (42), second (93), third (34), and fourth (34) high-school years. Most of the freshmen were interested in thrift and clothing selection, while the sophomores desired a knowledge of sex hygiene and thrift; juniors were interested in

thrift, selecting their own clothes, and some concern was shown about health. One hundred per cent of the seniors were interested in clothing selection and sanitation with consideration for home and family, but with little interest in the care of young children.

Such studies as the one described show an increasing interest in home-making education for boys. The following information indicates in detail some of the courses which have been developed in progressive schools.

Camp Cookery For Boys

A representative example of a camp-cookery course outlined for boys is found in the Newton High School at Elmhurst, Long Island.



CAMP COOKERY, NEWTON HIGH SCHOOL, ELMHURST, LONG ISLAND, N. Y.

Camp cookery in this school was made possible in September of 1926 to the sophomore boys. The introduction of the course was brought about at the suggestion of a Newton High School student who said to his grade adviser, "The boys in the West have camp cooking. Why can't we?" The adviser was so struck with the earnestness of this youth that steps were taken to organize such a class. The movement resulted in a class membership of 17 boys, although the course was an elective. To gain their immediate interest a member of the high-school faculty talked to the boys on his camping experiences in the West. Another interested faculty member gave his time to teach the boys how to fricassee a fowl.

The object of this lesson was to start the boys in the proper way by giving them a man's point of view and having them see at close range a man's interest in such matters. The lesson on "fricasseeing" was followed the next day by "making the gravy," "boiling the rice," "setting the table," and "serving the fowl," all resulting in a social function with the men present who had contributed their services in interesting the boys in camp cookery.

This course also aimed to train boys to prepare simple wholesome food for themselves, whether camping or assisting in the home; to behave in gentlemanly ways in and out of the home, with special emphasis on table etiquette and other social graces; to have appreciation for worthy home membership by giving them opportunities to create things for and in the home; and to appreciate how much time, thought, and energy the mother expends in the preparation of the daily meals and other routine household processes so that the members of the home may be kept in comfort and happiness.

The boys were always interested in the practical application of the scientific principles related to foods, sanitation, simple identification tests of textile fabrics, and other household matters. Their range of scientific observation took them from the simple steam pressure test, that caused the dancing of the teakettle lid, to the more complicated causes for fat decomposition, such as high temperatures, sunlight, and bacterial action.

In planning the camp-cookery lessons the following points were considered: How to prepare wholesome foods easily, whether at home or in camp; how to prepare canned foods attractively; how to prepare enough food for two meals, using left overs for supper or the next day; and how to prepare dishes ranging from those for the picnic supper to those for a two weeks' camping trip.

The class was taught the scientific principles underlying the preparation of the following foods and as far as possible these principles were correlated with those taught the boys in their general science course.

The foods were (1) cocoa and toast; (2) tuna fish sandwiches; (3) scalloped tomatoes; (4) chicken fricassee; (5) boiled rice; (6) emergency biscuits; (7) muffins; (8) vegetable soups and chowders; (9) macaroni and cheese; (10) wheatena and prunes; (11) fried potatoes combined with eggs; (12) gingerbread; (13) corn fritters—apple sauce; (14) bacon and cheese sandwiches; (15) chocolate bread pudding; (16) cod fish cakes—tomato sauce; (17) cuts of meats; (18) meat balls; (19) broiling meats; (20) tamale pie; (21) meat soup in fireless cooker; (22) rice pudding; (23) cottage pudding—lemon sauce; (24) French toast; and (25) chocolate pudding.

Also the following topics were studied: (1) Care and construction of plumbing; (2) care of gas range—economical use of gas; (3) weighing and measuring 100-calorie portions of common foods; (4) calculating

number of calories in recipes; (5) figuring costs of recipes; (6) marketing; (7) choice of camping equipment; (8) what to do if lost in the woods; (9) care of camp ground; (10) how to keep butter without ice when camping; (11) prevention of forest fires; and (12) what foods and other materials are needed on a 3-day hike where nothing can be bought.

Some results noted at the close of the first term's experiment were the ability of the class (1) to prepare and serve with considerable success to the faculty men who were interested in the boys' camp-cookery project a luncheon consisting of vegetable chowder, fruit salad with cottage cheese, emergency biscuits, hot gingerbread with whipped cream, and coffee; (2) to perform successfully in their homes, practices taught them in the foods laboratory; and (3) to handle skillfully such electric household appliances as the clothes washer, wringer, vacuum cleaner, and dishwasher.

There was a marked desire on the part of the boys to do a piece of work well. Scraping and stacking the dishes after a meal in preparation for the prosaic work of dishwashing, cleaning, and putting the cupboards and ice box in order, sweeping the kitchen floor, rinsing and hanging up the dish towels, brushing and blackening the stoves, and other homely tasks were eagerly performed by the class members with a thoroughness deserving high commendation.

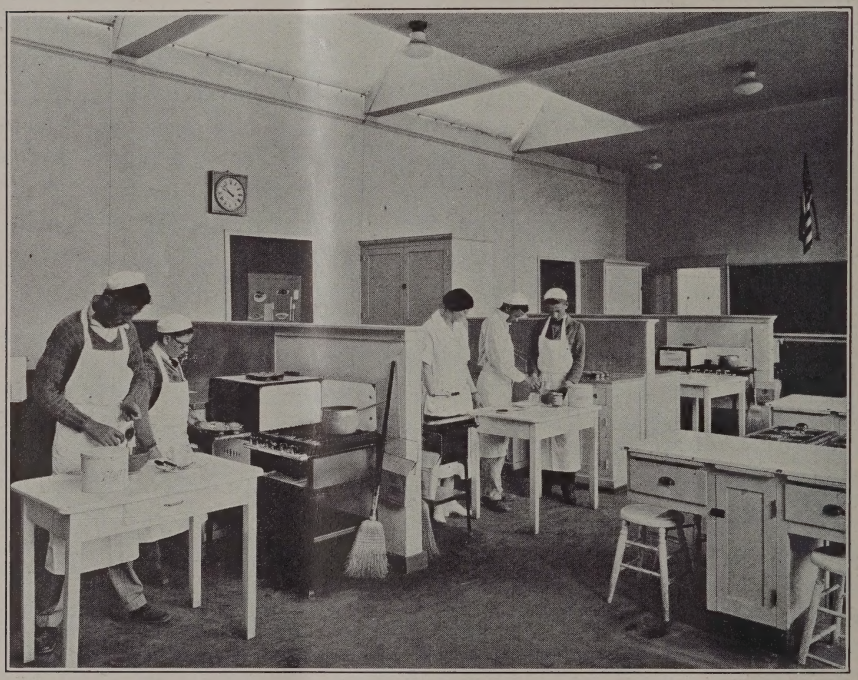
"Camp cooking" is a term used to appeal to the boys' interest but the educational effect such a course has upon the boys is similar to that of any other subject which gives them an opportunity to "create something." In the fall of 1927 one of the high-school boys of Middletown, N. Y., suggested a course in camp cookery. This aroused the interest of many other high-school boys, but owing to their class schedules only seven were able to enroll in the newly created course. The class met for two double and one single period a week for one term. Although none of the work was done out of doors over an actual camp fire, such foods were prepared in the school laboratory as are suitable to camp fare, including eggs, fried and scrambled, meats broiled, hot breads, soups, cereals, beverages, and simple desserts. The interest of the class in this work carried over into the home, for the boys tried out their skill in the art of cookery for their own families.

The Southeastern High School of Detroit, Mich., offers to boys and girls, respectively, "Camp craft for boys" and "Outdoor craft for girls." The first course emphasizes such topics as camp habits, activities, equipment, fires, stories, games, contests, laundering, first aid, edible and inedible wild plants, hikes, and cooking in the open. Talks are given by sportsmen who know the out of doors. A time allotment of two 90-minute periods per week for one semester and two credits are assigned to the course.

Contoocook, N. H., requires a course in camp cookery of seventh-grade boys. These boys are taught how to prepare different dishes

from one basic recipe and by various methods; how to select foods in season and with regard to the age and occupation of those to be served; and how to select a balanced diet.

Once a week the last 45-minute period of the school day in the junior high school of Nashua, N. H., is used for a boys' class in camp cookery. As soon as the class was announced, 40 boys asked to be enrolled. Since this was a new undertaking and the teacher desired to develop a course with the boys' help, the principal of the school selected those pupils who were directly connected with camp life. The course, as outlined, aims to give each boy a knowledge of how to select and pre-



MAKING MUFFINS, JUNIOR HIGH SCHOOL BOYS, LONG BEACH, CALIF.

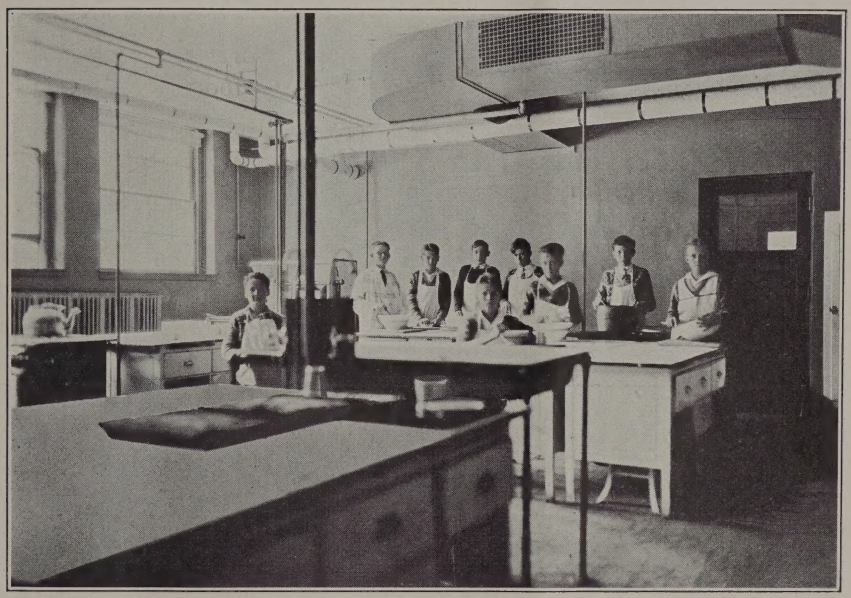
pare foods suitable for himself and his companions, and although the lessons are given in the cooking laboratory, they are directly linked with camp life and only such utensils are used in the preparation of the dishes as the boys are likely to have in camp. It is the policy in this course to teach a new lesson every other week and on alternate weeks to review, without recipes or directions, the previous lesson. Every four or five weeks the boys voluntarily give "after school time" making possible the preparation and serving of a meal.

Among the other junior high schools offering camp cookery to boys are: Forest Park, of Springfield, Mass.; Northeast, of Reading, Pa.; Franklin, of Long Beach, and Washington, of Fresno, Calif.; Aaron

Gove, of Denver, Colo.; Swan, of Medford, and North, of Waltham, Mass.; and the junior high at Stoneham, Me.

Food Selection and Preparation for Senior High School Boys

Boys of the Northern High School, of Detroit, Mich., in the fall of 1924 asked for a foods course. The request was granted by the school authorities and 20 boys from grades 11 and 12 enrolled in the specially arranged course called "Dietetics." The class met each school day for two hours for a term of 10 weeks. Five hours' credit was granted for the work. The class's scholastic record was average, its interests



JUNIOR HIGH SCHOOL BOYS, STONEHAM, ME.

were those common to boys, and its attitude proved very responsive and cooperative.

When the work was first planned the thought common among the instructors was that "camp cookery" would meet the boys' approval, but the boys desired to do all the things that the girls did in their foods classes, and they were positive that their results would be just as successful. Hence the boys attempted many problems of unusual nature. They canned and preserved fresh fruits; made bread, candy, pies; cooked stews, vegetables, meats; and did other difficult tasks. A survey of the class showed that many of the boys selected the course because they wanted to do the things they had seen their mothers do at home. Others were called to do such work at home, often at the noon hour, since their mothers were employed. Others had become interested through their courses in chemistry, and one boy was the

son of a former home economics teacher. This boy was an especially active member of the class and often planned menus for his church club and supervised the preparation of the foods.

One incorrigible and truant class member had his interest in the work so aroused that he became devoted to the subject and through this interest was better able to adjust himself to the group in school and at home. The interest of the boys in this work became a permanent one, for often different members visit the foods laboratory to offer suggestions and advice about everyday personal living matters.

MAKING JELLY, NORTHERN HIGH SCHOOL BOYS, DETROIT, MICH.

During the course visitors to the class found boys and girls working together in the laboratory. The girls were making bread and were reporting at any convenient time "to start their sponge." The visitors were much impressed with the serious, cooperative air which pervaded the entire room. It is the feeling of the instructional staff that this work in home economics for boys is a practicable and worthy offering.

The course in Northern High School is organized into units of 1 to 10 weeks in length. These units include: (1) Nutrition as it is related to the health and happiness of the boy; (2) preparation and serving of food; (3) cost of food; (4) social significance of the home and family; (5) diet for abnormal conditions; (6) children's diet; and (7) community health. The subject matter of this course is presented

by way of discussions, topics, reports, exhibits, demonstrations, and laboratory work in the school kitchen, emphasizing special problems and projects bearing upon the common, everyday home situations found in a boy's daily life.

At the Union High School, of Wilmerding and Turtle Creek, Pa., food classes were organized at the request of the boys, and more boys applied for the work than could be accommodated. At the end of the year the class was able to plan, cook, and serve the school-board dinner without assistance; they passed with a higher average the same tests as those given to the girls.

In 1926, Mount Clemens High School, of Mount Clemens, Mich., for the first time offered to the boys a course in wholesome food selection. Sixteen boys enrolled in the class which met for five 55-minute periods per week for 20 weeks. This class prepared beverages, soups, salad dressings, salads, hot dishes for luncheons, biscuits and muffins, plain cake, pastry, desserts, candy, and ice cream; they also planned, prepared, and served meals.

Kerman Union High School, of Kerman, Calif., offers boys of the senior high school a course in the "technic of cooking," accompanied with a little theory about cooking processes, food principles, and the selection and serving of foods. One hour five times per week for one semester is allotted to the course. Boys are more interested in the actual cooking processes than in the fundamental principles underlying them. They are particularly interested in baking.

San Jacinto High School, of San Jacinto, Calif., Chehalis High School, of Chehalis, Wash., and others, report courses for boys in food selection and preparation. Bent County High School, of Las Animas, Colo., offers a course in "Food preparation and serving" to boys as club work without credit. A special activity period of 40 minutes per week throughout the year is assigned to this work. Before a boy can become a member of this club, he must first make his apron, using a sewing machine in the clothing laboratory of the school. Some attention is given to the care of boys' clothes, such as brushing, pressing, putting away while not in use, and to the suitability of clothes to the wearer, thus involving some color study. During the year the club helps the regular home economics classes with their sales of Thanksgiving pumpkin pies and Christmas candy. The closing function of the year is a luncheon prepared and served by the boys to the Lions Club at Las Animas.

Henrietta M. Langer, head of the home economics department of the Hutchinson Central High School, Buffalo, N. Y., reports as follows:

> Home economics for boys is perhaps a new subject in the school curriculum, but, in days when all the home-making activities were carried on in the home, boys were conversant with many phases of the work which we now class under the

term home economics. An occasional boy would realize that he did not get any of this training, for we often heard the question, "Have you any classes for boys?" Our principal was very much interested in this work. One of the boys' study-room teachers wanted to see it started. In February, 1926, finding that two teachers had a little spare time and that there was some vacant laboratory space, we formed four classes of boys. Each class enrolled 10 boys and met once a week for a 45-minute period. The work was optional and no school credit was given.

In discussing the work with the boys who were particularly interested in it, we found that many of them were planning to go to college. They said that they would like to know how to take care of their own clothes not only for æsthetic reasons but because this information had economic value. They saw a possibility of earning money while in college by cleaning, pressing, and perhaps mending the wearing apparel of some of their colleagues. This led us to plan the work in two units. One covered care of clothing and the other food study. Under care of clothing we included a study of family clothing budgets, showing the boys the economic gain to themselves in caring for their own clothing and the

YOUNG HOSTS, BENT COUNTY HIGH SCHOOL, LAS ANIMAS, COLO.

approximate amounts of the budgets to which they might be entitled. The budget work interested them greatly for they often asked permission to take home supplementary readings on family budgets. This interest led them to clean, repair, and press their own clothes; study textiles and design; and apply this information when purchasing their clothes. The boys even brought their garments to the school laboratories to be cleaned, pressed, and mended. While the boys were very much interested in the above, keenest interest came when they began the food study unit. They especially liked this because they had something to eat as a result of their work. Food values were taught with the application to planning of simple meals. A simple breakfast, luncheon, and a camp supper were planned and prepared. Table and social etiquette were also discussed and practiced.

Many of the boys wished to continue the work, but crowded schedules, lack of laboratories, and teachers forced us to limit our courses to the freshmen boys. Also the work is in such an experimental stage that we wish to limit it until we feel sure that we can offer worth while advanced work which will meet the needs of the boys. We are not even accustomed to working with boys. One of the teachers remarked after her first class, "They listened and were very much

interested." The boys enjoy it and we are learning a great deal from them. Our present registration of eight classes is encouraging to us. We might have more if we were not limited in laboratory space and teachers' time. We feel that we can not have a teacher for this work exclusively. If it does grow and prove successful, we hope that the needs of the boys will lead to a study of home management, especially finances, as well as choice and arrangement of house furnishings.

Quoted below is the report of May M. Mattson, teacher of home making, of Trumansburg, N. Y.:

The subject of teaching home economics to boys has not been widely discussed as yet, but the practice crops out now and again for numerous reasons.

In one small village in New York State, which included a 4-year State-aided home-making course in its high-school curriculum, the subject was taught exclusively to girls, and this work required all the time the day-school program permitted, so the teacher of home making naturally did not try to give regular work to the boys. During the winter of 1925–26, some of the more mature and older boys in the high school became extremely lax in their school attendance and lesson preparation. After pondering on the situation over a short period the home-making teacher in charge obtained permission to conduct an evening class for boys, meeting once a week. Each boy wishing to register in this class had to be either a senior or a junior, maintain an approved scholastic standing in his regular school subjects, and attend school regularly. If at any time these requirements were not met, the boy was to be dropped from the evening class. Because of limited laboratory facilities, the number of registrants was restricted to 10, and the teacher was most gratified to find that the 10 who registered first included all of those whom she had wished to attract, and two others. The units of instruction were confined to lessons in camp cookery, preparation of invalids' trays, general principles of meat and vegetable cookery, use of simple recipes, food selection, and meal service. These units were carefully analyzed and the problems involved were grouped and taught as much as possible in actual laboratory periods. The boys were enthusiastic and loyal, and although they seemed to be utterly unconscious of the chief purpose of the experiment, it was easily accomplished. The boys learned some very important basic principles of food selection and cookery, and had a much better understanding of some of the necessary details of meal preparation in their own homes.

While communities differ from one another, it seems probable that there are few in which the boys would not be benefited if they were given an opportunity to learn a few of the fundamental purposes underlying the subject of home economics, and the scientific facts needed in wise food and clothing selection, in good home management, and in care of one's health.

Home Economics Classes for Girls and Boys

The consolidated schools of Plainfield, Ill., report that several boys registered in the foods class offered to girls and carried the work with credit. To this course were assigned two 40-minute periods for lecture and three double periods of 80 minutes each per week for practical work. The members of the class were taught the duties of the housekeeper as well as those of the cook and received instruction in methods of serving and correct table manners. The aim of the boys in taking the course was to learn to prepare foods in times of emergency rather than to train for careers as chefs.

West Seattle and Roosevelt High Schools, of Seattle, Wash., allow senior boys to enroll in the same class with senior girls, as far as the laboratory facilities will permit. For the past two years the number of boys in the class has equalled the number of girls.

The Dunkerton High School, of Dunkerton, Iowa, offers the same course to girls and boys, requiring it of the former and making it elective to the latter. The class meets for 80 minutes five times per week throughout the year. The boys are interested in the work, have a fine attitude, and their grades are among the highest.

BOYS AND GIRLS STUDY HOUSE PLANNING, FURNISHING, AND FINANCING, TULSA, OKLA.

Rockford High School, of Rockford, Ill.; Hilmar Union High School, of Irwin, Calif.; Rio Blanca County High School, of Meeker, Colo.; Foxboro High School, of Foxboro, Mass.; Ithaca Senior High School, of Ithaca, N. Y.; Union High School A, of Walla Walla County, Wash.; and Lincoln High School, of Tacoma, Wash.; report that they enroll boys in the same home economics courses with girls.

The principal of the Breaux Bridge, La., high school reports:

> This year was the first in our experience that boys in this school enrolled in the cooking course. We firmly believe in this work for boys and hope that with more experience we can offer a separate cooking course for boys. They enrolled in the same course offered the girls and thoroughly enjoyed the work. They made good marks, gave no trouble whatsoever, and their parents were delighted with the results attained.

The Thomas Jefferson High School, of New York, N. Y., offers to the senior boys and girls a course in social forms directed by the chairman of the home economics department. The work as outlined is stated below:

TIME

Two periods (40-minute periods) per week.
Twenty weeks—pupils of fifth to eighth term, inclusive.

AIMS

(1) To establish an understanding of manners as practiced by people of good taste, fine feelings, and high ideals; (2) to give the pupils a knowledge of good breeding and the conventional rules so essential in our relations with one another; (3) to develop poise through self-power, eliminating self-consciousness.

CONTENT

I. *Manners.*—(*a*) Origin; (*b*) definition.
II. *Etiquette.*—(*a*) Definition. The accepted manners and customs of people of high ideals, good taste, and fine feelings; and (*b*) application.
III. *Personality.*—(*a*) Appearance and dress; (*b*) bearing—in standing, sitting, walking; (*c*) poise—stoop or shuffle; (*d*) health and vitality; (*e*) habits of speech and tone of voice; (*f*) taste displayed; and (*g*) intelligence.
IV. *Introductions.*—(*a*) Individual and (*b*) group.
V. *Manners and graces in public places.*—(*a*) Who goes first? (*b*) hats off; (*c*) little courtesies; (*d*) dining out; and (*e*) "It isn't done."
VI. *Courtesies at home and family adjustments.*—(*a*) Things one can do and (*b*) things one should not do.
VII. *Table setting and meals.*—(*a*) Breakfast; (*b*) lunch; (*c*) dinner; (*d*) for suppers; (*e*) for parties; and (*f*) formal meals.
VIII. *Table manners.*—(*a*) Use of tools and ways of using them.
IX. *Telephoning.*—(*a*) In business and (*b*) at home.
X. *Giving a party and attending one.*—(*a*) What is expected of a hostess and (*b*) what of a guest.
XI. *Dances.*—(*a*) Kinds; (*b*) invitations; (*c*) dress; (*d*) conduct; and (*e*) dancing.
XII. *Etiquette and sports.*
XIII. *Invitations.*
XIV. *Etiquette in business.*
XV. *Phases of school life used as life situations.*
Beginning of periods questions received in the Social Forms Letter Box, placed outside of the door are answered.
Rest of school helps by suggesting needs of students as they occur during the term.
Syllabus is tentative only; will change as school life changes.

A Course in Home Economics Appreciation

Among the first high schools in the United States to introduce an appreciation course in home economics was the Manual Arts High School, of Los Angeles, Calif. For some time the boys of this school asked for the same kind of work in home economics that was offered to the girls. Their request was granted in the fall of 1924 with the

proviso that the work should be limited to boys above the tenth grade; that it be elective with a time allotment of five 45-minute periods per week for one semester and carry the regular upper grade graduation credit; and that the course should be comparable in difficulty and amount of outside preparation, to economics, history, and English. Although the course was called dietetics, and proper emphasis was given to the physiology of digestion, nutrition, and food preparation, such topics as etiquette for all occasions, the social adjustment of the boy to his environment, household economics, child development, home furnishings, and first aid, received consider-

ENJOYING THE PRODUCTS OF THEIR LABORS, MANUAL ARTS HIGH SCHOOL, LOS ANGELES, CALIF.

able attention. The course is now well established and each term there has been an increased enrollment. In reviewing the benefits of the course to the class, a member of the class stated that he hoped never to forget the information received on child care and training. He felt such information essential to every newly married couple, in fact "If all boys could study what we have, in the way we have, it would mean a better generation of people."

In Tulsa, Okla., all the boys in the junior year of the senior high school are required to take one course in what is called "Home crafts for boys." The aims of the course are: "To teach the high-school

boy those fundamental principles of home making that will make him a more worthy member of the home and society, and to develop in him an appreciation of his responsibility to his home and to his family." This course [1] emphasizes the following topics:

UNIT I—*Nutrition (study of the daily food requirements of the high-school boy).*—(*a*) Food study: Food composition, uses of food in the body, demonstration of basal metabolism, and influence of age, sex, climate, activity, and occupation on food requirements. (*b*) Dietary studies: Diets for overweight boys, diets for underweight boys, diets for athletes, and dietary needs of the family. (*c*) Selection of food for adequate nutrition: In the home, in the restaurants, and in the cafeterias. (*d*) Relative costs of food and nutrients in Tulsa and cost of feeding a family in Tulsa.

UNIT II—*Food preparation (requested by the boys).*—(*a*) Meat cookery, (*b*) egg dishes, (*c*) quick breads, (*d*) beverages, (*e*) salads, (*f*) vegetable cookery, and (*g*) preparation of an invalid's tray.

UNIT III—*Duties of a host.*—(*a*) Table service, (*b*) carving and serving of meats—special talk by hotel chef on carving and serving, (*c*) serving of a meal—joint service of meals with girls of food classes, (*d*) table manners, (*e*) etiquette for all occasions, and (*f*) standards of conduct between boys and girls.

UNIT IV—*Textiles and clothing.*—(*a*) Selection of materials suitable for clothing for different occasions. Textile fibers: Comparative study of the four representative fibers as to relative cost and durability; microscopic study; chemical tests for identification; structure of textile fabrics; weaves; finishes; adulteration; and standard materials used for men's clothing. (*b*) Care of clothing—brushing, cleaning, pressing, mending; (*c*) correct choice of accessories; (*d*) suitable dress for various occasions; (*e*) art in dress—color, line, texture; and (*f*) cost of clothing.

UNIT V—*Interior decoration.*—(*a*) The psychology of color; (*b*) study of line, balance, and rhythm; (*c*) floor plans; (*d*) suitable furnishings for the home; (*e*) furnishings appropriate for the office; (*f*) arrangement of furnishings; and (*g*) cost of building, renting, and furnishing a house.

UNIT VI—*Household management.*—(*a*) Organization of work within the home, boy's share in the work of the home, use and care of household equipment, and sanitary care of the house; (*b*) financial organization of the household, sources of the family income, boy's contribution to the family income, cost of mother's work in the home, boy's share of the family income, food and clothing, budgets for the high-school boy, budgeting the family income, family budgets based on local conditions, investments and saving, and legal points which safeguard the home.

UNIT VII—*The boy and his family.*—(*a*) Social significance of the home; home, the social center; purpose of home; pride in the home, courtesy, cordiality, hospitality; ideal American homes; need of planning for the home; and choice of companion in home building. (*b*) The family: Function of the family, loyalty to family, responsibility of the boy to his family, personal value of living in the family, marriage laws, proposed Federal law, and divorce.

UNIT VIII—*The health of the family.*—(*a*) Positive health, (*b*) emergency care of the sick, and (*c*) first aid.

UNIT IX—*Child care.*—Responsibility of parenthood; care of the little children—physical, mental, moral; the boy's responsibility for the care of little children; present-day problems in the education and training of children; and cost of children.

UNIT X—*Community interests.*—(*a*) Work of the board of health, milk supply, water supply, and sewerage system. (*b*) City planning and improvements: Parks,

[1] Prepared by Maude M. Firth, director of home economics, and her associates of Tulsa, Okla.

playgrounds, city markets, and monuments. (*c*) Civic organizations: Art, music, education, relief, and social.

"Home crafts for boys" does not take the place of a science, or economics, or any other requirements but stands on a par as to credit and dignity with any other high-school subject. The enrollment in this course has grown, in a single semester, from 251 to 350. The mothers comment most favorably regarding the influence that this course is having upon the boys.

Although this course is under the direct supervision of the department of home economics, it is given in combination with physical training, which means that throughout the year three 1-hour lessons are given one week and two 1-hour lessons the following week to "Home crafts for boys" and on the other days of the week that hour is taken by the physical training department.

"Home crafts for boys" is the outgrowth of a questionnaire sent by the department of home economics of the city schools of Tulsa to the parents of the boys of Central High School. In this manner 500 Tulsans were invited to express their opinions as to the advisability of requiring their sons to pursue a course in home economics. Practically 100 per cent of the questionnaires sent out were returned with such an enthusiastic indorsement of the idea that the plan of home economics instruction for boys was adopted by the school officials and was installed, during September, 1925, into the junior year of Central High School.

Home Economics Questionnaire Sent to Parents

Tulsa Central High School,
Department of Home Economics.

Do you think a high-school boy should be taught something about (write "*Yes*" or "*No*" after the question):

1. The selection of adequate food for himself in a cafeteria or restaurant?
2. The cost of feeding a family for one month?
3. The cooking of food?
4. The names, cost, and wearing qualities of standard woolen and worsted material used for his suits and overcoats?
5. Line and colors and their combinations in dress?
6. Suitable dress for various occasions?
7. Application of art principles to the planning and furnishing of a home or office, as: A knowledge of color, lines, spaces, proportions, etc.?
8. Do you think a high-school boy should have some knowledge of landscaping?
9. Should he know how to adopt his training in art to the working out of a "city beautiful" plan in the use of monuments, planning of parks, playgrounds, etc.?
10. The appreciation of good pictures for the home?
11. Should he know something about etiquette and appropriate behavior for various occasions?
12. Do you believe that music appreciation should be encouraged in the home?
13. Should patriotic holidays be observed in the home?
14. Should the family participate in some form of religious expression in the home?
15. Should the high-school boy know something about the care of children?
16. Should he know how to care for emergency cases of sickness?
17. Should he know about the cost of living in Tulsa?
18. To budget his income?
19. Do you believe in budgeting the family income?
20. What should be the boy's attitude toward his mother's services in the home? Should they be paid for in money? If so, how much?

21. Should the boy know something about the legal procedure connected with home building and home management; about various forms of insurance; principles of thrift?
22. List any other suggestions for "worthy home membership."
Mark with (*) the above which you regard as of first importance.

Wherever home economics has been offered to boys it has been received by them with acclaim. However, Tulsa, Okla., is the first city in our country to make a year's course in home economics a requirement for boys for high-school graduation.

BOYS TESTING TEXTILES, CENTRAL HIGH SCHOOL, TULSA, OKLA.

Denver, Colo., in its 1925 home economics monograph planned for grades 10, 11, and 12 of the senior high school, outlines a course entitled "Applied economics for boys." This course is elective and centers about the home which the monograph recognizes as the foundation of right living. The purpose of the course is to give the boy a realization of the meaning and value of home making, the important part it plays in the formation of the citizenship of the community and the Nation, and to develop him into an appreciative member of his household. The course is composed of four major divisions: Foods, clothing, the household and family, and social relationships. Since a healthy, vigorous body is so dependent upon an adequate food supply, it is as important for a boy to be able to select his food wisely and intelligently at public eating places as

it is for his sister. Sooner or later he is called upon to select his clothes, and for that reason a little practical knowledge of textiles and a general appreciation of the care and suitability of clothing are desirable.

Clovis, N. Mex., develops home economics for boys from the standpoint of "worthy home membership and home appreciation," stressing such topics as the "ideal home," "place of mother and father in the home," "relation between health and happiness in the home," "education in the home," "the place money plays in the

HOME CRAFT BOYS ARE HOSTS TO GIRLS' FOOD CLASS, TULSA, OKLA.

ideal home," "recreation and the responsibilities of the children in the family."

The atmosphere of the home and the care and training of children were first introduced in home economics courses for boys by calculating what it would cost to maintain the home if mother sat with folded hands for six months. Boys found such leisure on the part of mother very costly. In fact the amount would exceed the entire income of the family. One boy in speaking of the topics discussed in class said:

I think the majority of the boys in the classes are taking the subject with a serious and business-like manner, but many people think we are taking cooking just to eat and fool away our time. This is a very unjust criticism of a subject

which they do not know about, and I advise the boys of the succeeding class to enroll in "applied economics" classes.

The responsibility for the success or failure of the home can not rest entirely upon the shoulders of the wife and mother. Society realizes that the home is a cooperative institution, the success of which depends upon the helpful contributions of the individual members of the family. Each member of the family must carry his or her personal responsibility in the family group in order that there may be a wholesome and happy home life. That such cooperation may become effective it is quite necessary that all the members of the family have an intelligent understanding of the problems of home making.

A General Course in Home Economics For Men

For a number of years various colleges and universities have offered some home economics instruction to their men students, but the Oklahoma Agricultural and Mechanical College at Stillwater is among the first institutions of higher education to offer home economics courses especially designed for them. These courses are "home economics education" and "household science" and were added to the college curriculum at the request of the young men who said:

> In our fraternity houses we pay our cooks nearly as much as the college pays its professors, yet we live out of "cans." We do not know what foods to buy, how to prepare them, or tell someone else how. Neither do we know how to select our clothing. Suits bought for all wool turn out to be half cotton; proper etiquette for all occasions, information on budgets, family expenditures and relationships are not touched upon in our other college work. We desire a definite course including all of these topics and carrying college credit.

Such demands on the part of the men students prompted the college to authorize in 1926 a course in home economics education and one in household science for them.

Because of the large registration in the first course two sections were formed, both of which were filled to their utmost capacity. Since that date one section is offered in the fall semester and two in the spring semester, at which time the enrollment is unusually heavy. To date about 650 college men have taken advantage of these courses and after three years' trial indications point strongly to an increased rather than a decreased interest in this work.

The course in home economics education is composed of five units. they are: (I) Nutrition and food selection, with emphasis on the significance of nutrition and menu building to insure health; (II) home relationships and social customs, a study of "the gentleman in his home and in business," including the development of personality; (III) table etiquette and usage, including illustrated lectures on table appointments, and studies of the common foods whose terms

are often confusing, and of etiquette in hotels and other public eating places; (laboratory activities for this unit include a (1) practice dinner served by one of the young women's home economics classes, giving the men students an opportunity to ask questions on table etiquette and to carve and serve; (2) an informal tea presided over by the young women where the men students are guests; (3) visits to cafeterias, hotels, and other eating places where the men select their meals under the supervision of their home economics instructor); (IV) economics of the home, stressing the home as a partnership business and setting up desirable standards of living; and (V) clothing for men, emphasizing the choice, care, and cost of clothing.

DEVELOPING SOCIAL GRACES, OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, STILLWATER, OKLA.

Informative material arranged under Units I to IV is included as follows:

A. *The significance of food.*—(1) Topics for study: Life history in relation to diet; fuel for the human body; sources of body fuel; building material for the adult man; protein, or nitrogen requirements; quality of proteins; how to increase weight; how to reduce weight; the ash requirements; mineral matter in foods; how foods supply material for body building; food for the adult man; energy requirement; foods of vegetable and animal origin. (2) Topics for discussion: The relation of diet to physical development; food as a source of body energy; the purposes for which body energy is used; the three foodstuffs, which serve as body fuel; 10 or more common food sources of these foodstuffs; why and how it is that activity strongly influences food intake; how diet influences gain or loss of weight; a safe method of reducing; precautions to be taken in a reducing program; the chemical elements found in all fuel foods; how proteins differ from carbohydrates; the 2-fold

purposes of protein foods; protein foods which can not be depended upon as a sole source of protein—why? The part the ash or the mineral content of food plays in adequate human nutrition; the three minerals important to consider, especially in planning an adequate diet; five rich sources of each mineral; general rule of feeding which would assure one of satisfying the ash requirements every day; the part vitamines play in relation to adequate nutrition; the best common sources of vitamines; why uncooked foods are the best sources of vitamines; how to prescribe a day's diet which will cover the demands of one's own body. (3) Suggested readings: (*a*) Sherman, Henry C., "Chemistry of food and nutrition." (*b*) McCollum and Simmonds, "Food, nutrition, and health." (*c*) Rose, Mary Swartz, "Feeding the family."

B. *Nutrition.*—(1) Topics for study: The appetite; the care of the digestive mechanism; the part the mouth and the stomach play in good digestion; food combinations from the scientific and the æsthetic standpoints. (2) Topics for discussion: Is the appetite a safe guide to choice of diet? What are the final purposes of digestion? What is the relation of the choice of foods to the digestive processes? Discuss the duties of the mouth in relation to the whole process of digestion; discuss pastry foods versus baked potatoes and day-old bread; discuss the factors which tend to bring about good stomach digestion.

Criticize the following menu: Cream of celery soup, creamed tuna fish, scalloped potatoes, macaroni, bread, boiled custard, lady fingers. Select dishes that could be substituted to make the meal more attractive, and give contrast in flavor, texture, and color. Why should not pork chops, fried potatoes, mayonnaise dressing, and mince pie be eaten in the same meal? Would you choose onions, cabbage, salmon, and sardines in one meal? If not, why not? Give four reasons why the following is a poor combination: Potato soup, steamed rice, baked sweet potatoes, and cornstarch pudding. Would you choose the same foods for your dinner in July that you find necessary in winter? Assignments: Allen, "Table service," Chapter XIX, pages 115–28; Bailey, "Meal planning and table service," Chapter IV, pages 65–84. (3) Suggested readings: (*a*) Diet: "Diet for minor illness," page 329; "Diet for acute indigestion," page 330; and "Diet for constipation," pages 42–45, all three by Rose, Mary Swartz. (*b*) McCollum and Simmonds, life history in relation to diet, "Food, nutrition, and health," Chapters X and XI. (*c*) McCollum and Simmonds, nervous system and nutrition, Chapter XV.

C. *Food selection rules.*—(1) Use at least one pint of milk somewhere in the day's consumption of food; (2) eat two vegetables other than potatoes each day. Let one of these vegetables be a green leafy vegetable; (3) eat one whole grain cereal each day (this may be accomplished by eating whole wheat bread); (4) eat one serving of fresh fruit every day; (5) eat moderate amounts of either fish, cheese, eggs, or meat each day; (6) use butter on your bread unless you eat cream in other ways; (7) drink at least eight glasses of water every day.

D. *Food selection exercise* (*to be individual work*).—(1) Using the chart and food selection rules (see references), choose a lunch and a dinner from the menus given you; (2) avoid foods of the same color and same consistency, as potatoes and macaroni; or spinach and mustard greens; asparagus and cabbage, etc.; (3) do not repeat flavors in different courses, as cream of tomato soup; stuffed tomatoes; tomato salad; etc.

Throughout the course such questions as the following are used as the basis for discussions: What is meant by a standard of living? It is taken for granted that the home will induct young people into the customs of the family group; for example, standards of honesty, attitudes towards property of others, industry, good manners, personal

cleanliness, dress, social relations. If it fails to do this to what institutions shall we look for setting and transmitting these standards? Which is affected most by community standards: Clothing, food, or amusements? Why do groups of people of good standards find it difficult to live on limited incomes? When can an individual most disregard the community's stamp of approval? How are standards of living changed? What are the fundamental things of life which bring the greatest satisfactions and contentment? How can these be had by families of moderate means? Is the family properly likened to a partnership? What are the four sources of income for the home? Discuss the following: Woman as a consumer; Money value of woman's work in the home; The joint planning of expenditures of the family income. When should a woman work outside the home? What are the differences in the responsibilities of the one who works in the home and the one who works and manages a home? In what way should the family be a cooperative institution? Why should it be a partnership business? Should children who receive money for their labors, pay their parents for board? If so, on what basis? Make a list of your own expenditures and classify these under two headings: "Necessities" and "Higher life."

Discuss the following topics from the standpoint of the efficiency of the home: Illness from careless exposure, from poorly prepared food, or from meals not served on time; men late to meals; lack of order in the home; carelessness in little things—such as newspapers strewn everywhere, rubbers left out, not knowing or remembering where things are always kept; well-balanced meals properly prepared, not eaten; prejudices in food selection; poor clothing selection; choice of companions; one of the members of the family not doing his share; an overworked housewife or mother; a nonpartnership business home. What effect do these have on satisfactory home living? Are men vitally interested in these economic problems? Why? What is meant by real income? Money income? What is your position in relation to the finance of your home? Do you budget your funds? Could you improve your divisions of expenditure if you did? Do you share in the planning of income and expenditure with others of your family? Do you get more than your share of the income for the expenditure of your needs? Is this advisable? Why? Would you consider your home thrifty? Do you consider your expenditures are made on a thrift basis? Do your expenditures always prove satisfactory? What can you do to improve this condition? Do you purchase things or satisfactions? In how many families of your acquaintance is there a perfect understanding as to the division and use of the money of the family? How often do the husband and wife consult about household expenses, so that they get the benefit of each other's judgment? Can you think of other types of business in

which the partners cooperate in the management and decrease the expenditures? If you were a business partner, would you prefer to have the funds handed over to you by the allowance plan, the doling plan, a charge privilege, or a joint bank account? What is a budget?

The household science course in the Oklahoma Agricultural and Mechanical College at Stillwater aims to: Teach students some of the fundamental cooking processes; give knowledge of the principles underlying food selection and meal planning, making it particularly practical for college men; develop appreciation of food costs and the relation of the family food bill to the income; acquaint students with proper table etiquette and proper behavior at various social affairs; and demonstrate the fundamental principles of camp cookery.

The course is divided into theory and laboratory practice. The former includes a study of cereals, milk, eggs, essentials of an adequate breakfast, correct table service, food-selection problems, serving of breakfast to college men, individual dietaries, vegetables, meats, cheese, and fruits. The latter emphasizes the preparation of beverages, cereals, fruits, eggs, vegetables, meat substitutes, simple meats, milk desserts, breakfasts, luncheons, and outdoor cookery lessons.

During the winter of 1921 the University of New Hampshire offered at the request of the dean of forestry a camp-cookery course to prospective forest rangers. Although 29 registered for the work, lack of laboratory facilities made it imperative to limit the registration to 20 men. After the first term the course was not limited to foresters, but included engineers and others who had a general interest in camping.

One lecture and one 2-hour laboratory period for 11 weeks was the time allowed. The aim of the course was to teach the students the foundation principles of dietetics and cookery, and the basic principles of adequate nutrition; to inform them of the different food materials particularly adapted to camping, such as dehydrated fruits, vegetables, soups, and the various kinds of canned milk available for camp use; and to show them the various types of fires, utensils, equipment for outdoor cookery, and sanitary storing of food in camp.

The students of the Forestry Club built a cabin in the college woods. This cabin has a fine large fireplace with cranes over it and a small Dutch oven. Some of the sessions were held in this cottage but on the whole the instruction took place in the college laboratory.

Among other institutions of higher education offering home economics instruction to men are the North Dakota Agricultural College at Fargo; Oregon State Agricultural College at Corvallis; State College of Washington, Pullman; the New York State College of Home Economics of Cornell University at Ithaca, and the Iowa State College of Agriculture and Mechanic Arts at Ames.

From the foregoing home economics practices cited for boys and men, it seems reasonably safe to assume that there will be rapid expansion in some phases of home economics work for boys and men in our schools and institutions of higher education. It is recognized among progressive educators that boys and men, as well as girls and women, need training in the wise selection of food, clothing, shelter, and in the care of young children, for under our modern conditions of living many of these responsibilities are now being shared by men and women.

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For sale by the Superintendent of Documents, Washington, D. C. - - - - - Price 10 cents